



# New Plymouth Girls' High School

First choice in educating young women

## ANALYSIS OF VARIANCE REPORT 2016

For the year ending 31 December 2016



# New Plymouth Girls' High School

## ANALYSIS of VARIANCE REPORT 2016

### Preamble:

- Provisional NCEA results have been used in order to meet the 1 March reporting deadline. Some students' results were not recorded and it is expected that the final results will show a higher level of achievement than recorded here.
- The data compares different cohorts, i.e. Year 12 2015 and Year 12 2016. A comparison of the achievement rate for each cohort should also be considered.
- The number of Pacifica students is very small: Y12 L2 = 3 and Y13 L2 = 6 and, therefore, statistically insignificant.

### New Plymouth Girls' High School NCEA Level 2 Target 2016

**Strategic Aim:** For all graduates who do not have special learning needs to be able to access tertiary education or other career pathways with a minimum of NCEA L2 or an equivalent qualification.

**Annual Aim:** To identify Y12 and Y13 students at risk of not achieving NCEA L2 in 2016 and respond with appropriate programmes and interventions with the aim of lifting student achievement.

**Target 2016:** An improvement in the cumulative participation-based pass rate for school and Māori students and for the pass rate by Māori to be the same or better than the rest of the school.

**Baseline Data:** NCEA Level 2 results 2015 Participation-based

2015	School all	Māori	Pacifika
Year 11 Level 1	90.1%	76.9%	33.3%
Year 12 Level 2	90.5%	75%	80%
Year 13 Level 2	96.8%	91.7%	88.9%

Outcomes 2016	School all	Māori	Pacifika
Year 11 Level 1	94.0%	93.0%	70.0%
Year 12 Level 2	93.9%	87.8%	33.3%
Year 13 Level 2	97.2%	92.7%	66.7%

Variance 2015 to 2016	School all	Māori	Pacifika
Year 12 Level 2	+3.5%	+12.7%	-46.7%
Year 13 Level 2	+0.4%	+1%	-22.2%

### EVALUATION

A comparison of the baseline data (2015) with the 2016 results and targets shows a pleasing gain at Years 12 and 13 NCEA Level 2 for the school with a significant gain for Māori students at Year 12. This is particularly pleasing considering this cohort only achieved 76.9% at NCEA Level 1 in 2015. There is still a disparity between Māori students and the school achievement rate of 6.1% and this is even greater when compared to NZ European (8.8%) at Year 12. These results, however, are provisional – of the forty-one Māori students eligible for NCEA Level 2 at Year 12, forty have now passed giving a 97.6% achieved rate (tbc). The one Māori student who did not attain NCEA Level 2 from those eligible had relocated from Australia in 2016 and did not have NCEA Level 1 in 2015.

## ACTIONS

- Departmental Strategic plans, Teacher Strategic plans, and Teaching as Inquiry focuses are all aligned to the school strategic goals, including setting targets for priority learners. KAMAR is used to track student achievement and engagement data and progress throughout the year.
- Māori and Pasifika students at risk of not achieving are identified and may be invited to take part in the Tumanāko mentoring programme.
- With the support of the MoE, a further Tumanāko focus group (ARONA 1999) was developed to support those students most at risk of not achieving NCEA Level 2 across 2016.
- Development and embedding of the cultural competencies and Tātiako into the classroom.
- Goal setting and course placement ensure students are enrolled in programmes of study that meet their academic and educational needs.
- A Financial Literacy and Capability course was run in Term 1 Weeks 2 and 3 for those students who were very close to gaining NCEA Levels 1 and 2, which had a very high success rate.

All of these actions apart from the Tumanako focus group and the last programme / course have now been running for a number of years and we have seen a corresponding growth in achievement for our priority learners, especially Māori students.

### Recommendations:

- For the 2017 targets to be realistic, aspirational, and to take into account the baseline data of each cohort.
- Use of MidYIS and YELLIS data to set realistic targets and identify value-added in May.
- Continue to track student achievement and engagement data throughout the year to ensure students are on target to achieve.
- Continue to embed and develop cultural competencies within the classroom through effective professional performance and professional learning.
- Continue the link between student achievement, priority learners and Teaching As Inquiry within school, departmental, and teachers' strategic planning.

## New Plymouth Girls' High School NCEA Level 1 Literacy and Numeracy Targets 2016

<b>Strategic Aim:</b> For all graduates who do not have special learning needs to be able to access tertiary education or other career pathways with a minimum of NCEA L2 or an equivalent qualification by 2016.									
<b>Annual Goal:</b> To identify the students at risk of not achieving Level 1 Literacy and/or Numeracy and put in place appropriate numeracy and literacy programmes with the aim of lifting achievement.									
<b>Target 2016 for Literacy and Numeracy:</b> An improvement in the Literacy and Numeracy pass rate for school and Māori students and for Māori to achieve the same or better pass rate than the rest of the school.									
<b>Baseline Data 2015 Level 1 Literacy Pass Rates</b>				<b>Variance (School: Māori Achievement)</b>					
<b>School Literacy</b>		<b>Māori Literacy</b>		<b>2015 Level 1 Literacy Variance</b>					
Year 11	95.9%	Year 11	94.5%	Year 11	-1.4%				
Year 12	100%	Year 12	100%	Year 12	0%				
Year 13	99.1%	Year 13	100%	Year 13	+0.9%				
<b>2015 Level 1 Numeracy Pass Rates</b>				<b>Variance (School: Māori Achievement)</b>					
<b>School Level 1 Numeracy</b>		<b>Māori Numeracy:</b>		<b>2015 Level 1 Numeracy Variance</b>					
Year 11	95.1%	Year 11	90.9%	Year 11	-4.2%				
Year 12	96.1%	Year 12	88.9%	Year 12	-7.2%				
Year 13	98.6%	Year 13	100%	Year 13	+1.4%				
<b>OUTCOMES 2016</b>									
<b>School Literacy</b>		<b>Variance</b>		<b>Māori Literacy and Variance:</b>		<b>Pacifika Literacy and Variance:</b>			
Year 11	97.3%	Year 11	+1.4%	Year 11	96.6%	-0.7%	Year 11	90.9%	-6.4%
Year 12	100%	Year 12	0%	Year 12	100%	0%	Year 12	100%	0%
Year 13	99.5%	Year 13	+0.4%	Year 13	100%	+0.5%	Year 13	83.3%	-16.2%
<b>School Numeracy</b>		<b>Variance</b>		<b>Māori Numeracy and Variance:</b>		<b>Pacifika Numeracy:</b>			
Year 11	96.1%	Year 11	+1%	Year 11	94.8%	-1.3%	Year 11	90.9%	-5.2%
Year 12	99.6%	Year 12	+3.5%	Year 12	97.8%	-1.8%	Year 12	100%	+0.4%
Year 13	98.6%	Year 13	0%	Year 13	95.1%	-3.5%	Year 13	83.3%	-15.3%
<b>EVALUATION</b>									
<p>An achievement rate of 96.6% for Year 11 Māori students in Literacy with Māori students achieving 100% at Year 12 and 13 is very pleasing. The dip for Pacifika in Years 11 and 13 are one student at each year level who did not gain Literacy and Numeracy. Of note is that Literacy credits can be earned by achieving credits in Te Reo Māori. The gap in the achievement of Y11 Māori in numeracy compared with the school results of -1.3% is still of concern but considerably up from -16.2% in 2014 and the disparity of -1.8% at Year 12 has also narrowed considerably.</p> <p>The variance in the school's literacy and numeracy results compared with the target is relatively small. There has been a larger improvement in numeracy with a 6.6% rise from 2014 and for Māori this improvement has been greater still with an 11.8% increase in achievement, which may be largely due to targeted programmes at both Years 11 and 12 for those students at risk of not achieving numeracy. In 2014 there was an increase in the hours of instruction in Mathematics in Years 9 and 10. Both levels now receive 5 hours of tuition across 6 days. The impact of this increase is already apparent.</p>									

## ACTIONS

- Numeracy programmes at Years 9, 10, 11 and 12.
- Departmental Strategic plans, Teacher Strategic plans, and Teaching as Inquiry focuses are all aligned to the school strategic goals, including setting targets for priority learners. KAMAR is used to track student achievement and engagement data and progress throughout the year.
- Māori and Pasifika students at risk of not achieving are identified and may be invited to take part in the Tumanāko mentoring programme.
- With the support of the MoE, a further Tumanāko focus group (ARONA 1999) was developed to support those students most at risk of not achieving NCEA Level 2.
- Development and embedding of the cultural competencies and Tātiako into the classroom.
- Goal setting and course placement ensure students are enrolled in programmes of study that meet their academic and educational needs.
- Tracking of literacy and numeracy credits across the year to ensure students are on target to achieve.
- A Financial Literacy and Capability course was run in Term 1 Weeks 2 and 3 for those students who were very close to gaining NCEA Levels 1 and 2, which had a very high success rate.

All of these actions apart from the Tumanako focus group and the last programme / course have now been running for a number of years and we have seen a corresponding growth in achievement for our priority learners, especially Māori students.

### Recommendations:

- Ensure that there are opportunities within the curriculum for students to achieve sufficient credits in Numeracy and Literacy.
- Continue to identify the students at risk of not achieving with particular focus on Māori and Pasifika students and those with special learning needs, and provide them with additional programmes of support.
- Monitor the credits achieved by students at every level and follow up on the students at risk of not achieving by tracking achievement data throughout the year. *Refer to the 2017 Annual Plan.*

## New Plymouth Girls' High School Student Attendance Target 2016

<b>Strategic Goal:</b> Our goal at New Plymouth Girls' High School is for students to have a high rate of attendance.				
<b>Annual Goal:</b> To improve student attendance at every level and for the rate of attendance of Māori students to be the same or better than the rest of the school.				
<b>2016 Target:</b> Minimum of 90% attendance at every level with specific focus on Māori students achieving this.				
<b>2015 Baseline Data</b>	<b>School</b>	<b>Māori</b>	<b>Variance</b>	
Year 9	91.8%	88.3%	-3.5%	
Year 10	88.6%	87.3%	-1.3%	
Year 11	90.0%	83.7%	-6.3%	
Year 12	87.5%	83.5%	-4.0%	
Year 13	86.5%	76.5%	-10%	
<b>Outcomes 2016</b>				
<b>2016</b>	<b>School (Variance to Goal)</b>	<b>Māori (Variance to Goal)</b>	<b>Variance to School</b>	<b>Variance to 2015 Māori</b>
Year 9	91.3% (+1.3%)	87.8% (-2.2%)	-3.5%	-0.5%
Year 10	89.0% (-1%)	84.5% (-5.5%)	-4.5%	-2.8%
Year 11	90.9% (+0.9%)	88.5% (-1.5%)	-2.4%	+4.8%
Year 12	88.4% (-1.6%)	81.9% (-8.1%)	-6.5%	-1.6%
Year 13	87.0% (-3.0%)	83.9% (-6.1%)	-3.1%	+7.4%
<b>EVALUATION</b>				
<p>Māori attendance rates are lower across the school but this is seen more so at Year 10 and Years 12 and 13 and obviously has an impact on learning and achievement. There has been a considerable improvement for Māori students at Years 11 and 13 which is pleasing.</p> <p>There is a fall-off in attendance in Term 4 around key events.</p> <ul style="list-style-type: none"> <li>• Weeks 2 and 3 leading up to senior prize giving when internal assessments for seniors have finished.</li> <li>• Weeks 8 and 9 leading up to and including junior outdoor education activities. Year 10 students traditionally have a lower rate of attendance than Year 9 during activity week at the end of Term 4.</li> </ul> <p>Although not obvious in the final outcome, rewarding students who have achieved 100% each term has had a positive impact. Some students have set this as a goal and the attitude of students towards achieving this milestone has changed for the better with respectful celebration.</p>				
<b>ACTIONS</b>				
<ul style="list-style-type: none"> <li>• Conduct regular checks to ascertain the accuracy of the data and follow up.</li> <li>• Identify and track the number of students that are generating most of the absences.</li> <li>• Continue to identify Māori students, monitor the attendance of this group and compare with the school attendance rates. Take corrective action if required. Improving the attendance and retention rate of Māori students is a school-wide goal. <i>Refer to the Māori Achievement Strategic Plan and the Tumanako mentoring programme.</i></li> <li>• Continue with the programme of tracking individual students, monitoring, rewarding good attendance and intervening when appropriate and communicating with parents/whanau.</li> <li>• Report the data mid-term and at the end of every term.</li> </ul>				
<b>Recommendations:</b>				
<i>Refer to the 2017 Annual Plan</i>				

## New Plymouth Girls' High School NCEA Levels 1, 2 and 3 Targets 2016

<b>Strategic Aim:</b> To lift or maintain the NCEA achievement of students at every level.							
<b>Annual Goal:</b> To undertake the programmes and interventions described in the Annual Plan and curriculum strategic plans 2016.							
<b>Target 2016:</b> An improvement in the cumulative percentage roll-based pass rate for the school and Māori students and for the pass rate by Māori to be the same or better than the rest of the school.							
<b>Baseline Data and Analysis:</b> 2015 NCEA Cumulative 1 July roll-based results.							
School				Māori and Variance			
	Year 11	Year 12	Year 13		Year 11	Year 12	Year 13
Level 1	84.3%	92.1%	99.5%	Level 1	71.2%(-13.1%)	86.5% (-5.6%)	102.8%(+3.3%)
Level 2		84.2%	96.8%	Level 2		63.5% (-20.7%)	91.7%(-5.1%)
Level 3			80.4%	Level 3			52.8%(-27.6%)
UE			73.5%	UE			38.9%(-34.6%)
Outcomes 2016							
School				Māori			
	Year 11	Year 12	Year 13		Year 11	Year 12	Year 13
Level 1	88.6%	95.9%	98.6%	Level 1	88.3%(-0.3%)	97.8%(+1.9%)	100%(1.4%)
Level 2		87.8%	97.2%	Level 2		80% (-7.8%)	97.4%(+0.2%)
Level 3			81.4%	Level 3			61.5%(-19.9%)
UE			71.6%	UE			46.2%(-25.4%)
Variance on 2015							
School				Māori			
	Year 11	Year 12	Year 13		Year 11	Year 12	Year 13
Level 1	+4.3%	+3.8%	-0.9%	Level 1	+11.1%	+12.3%	0%
Level 2		+3.6%	+0.4%	Level 2		+16.5%	+5.7%
Level 3			+1%	Level 3			+8.7%
UE			-1.9%	UE			+7.3%
EVALUATION							
<p>With the exception of the Year 13 University Entrance pass rate, all targets were achieved with Māori students outperforming the school at NCEA Level 1. Furthermore, the variance between ethnicities is much narrower than in 2014 and 2015 with a 16.5% increase in NCEA Level 2 for our Māori students. The biggest increases have been at NCEA Levels 2 and 3, and UE for our Māori students, which is especially pleasing, and a significant improvement on 2014 and 2015. The disparity has narrowed considerably at all year levels. There is still a bigger disparity at Level 3 and UE for our Māori students, however, many have remained in school to complete NCEA Level 2 and follow alternative vocational pathways</p> <p>The school pass rates at every level exceed the National and Decile 4-7 pass rates and the pass rates for Māori exceed the Māori National and Decile 4-7 pass rates, at every level.</p>							

## ACTIONS

- Numeracy programmes at Years 9, 10, 11 and 12.
- Departmental Strategic plans, Teacher Strategic plans, and Teaching as Inquiry focuses are all aligned to the school strategic goals, including setting targets for priority learners. KAMAR is used to track student achievement and engagement data and progress throughout the year.
- All Māori and Pasifika students at risk of not achieving are invited to take part in the Tumanāko mentoring programme.
- With the support of the MoE, a further Tumanāko focus group (ARONA 1999) was developed to support those students most at risk of not achieving NCEA Level 2.
- Continue the development of the cultural competencies and Tātiako into the classroom.
- Continue to promote the well being of students through provision of Wai Ora services, PB4L and Restorative Practices programmes, and high quality pastoral care.
- A Financial Literacy and Capability course was run in Term 1 Weeks 2 and 3 for those students who were very close to gaining NCEA Levels 1 and 2 which had a very high success rate.

All of these actions apart from the Tumanako focus group and the last programme / course have now been running for a number of years and we have seen a corresponding growth in achievement for our priority learners, especially Māori students.

### **Recommendations:**

*Refer to the 2017 Annual Plan and the Māori Achievement Plan.*